

The Educational Weekly.

The Educational Weekly.

THE UNION OF

Seven Leading Educational Monthlies in the Western States.

E. O. VAILE,
S. R. WINCHELL, } Editors and Proprietors.
81 Ashland Block, Chicago, Ill.

CONTENTS OF THIS NUMBER.

EDITORIAL:	Page.
To our Friends and Subscribers.....	115
The Metric System.....	115
The Cook County Ill., Teachers' Association, Sept. 14.....	116
CONTRIBUTIONS:	
High School Talks.—No. II.—J. W. D.....	116
Some Points of the Normal Question.—No. III.—Prest. Robt. Allyn.....	117
A Hymn. Dedication of Cleveland High School Building.—Mrs. Rebecca D. Rickhoff.....	118
REVIEWS:	
The Practical Arithmetic. By W. J. Milne, A. M.....	119
Elements of Book-keeping. By J. N. Palmer, A. M.....	119
How to Parse. By Rev. E. A. Abbott, D. D.....	119
Topical Course of Study for Common Schools of the United States. By R. C. Stone.....	119
The works of William Shakespeare. Published by T. Y. Crowell.....	116
EDUCATIONAL INTELLIGENCE:	
Iowa; Massachusetts; Illinois.....	122
Minnesota; Colorado; Michigan; Indiana; Wisconsin.....	123
PRACTICAL HINTS AND EXERCISES:	
How to Teach German.—Dr. Zur Brucke.....	124
What is the Predicate?—F. G. Miller.....	124
Solutions Wanted.—Racine; P. P. Lorimer.....	124
Metric Department. Nominal Price Distribution.—Prof. Melvil Dewey.....	125
MISCELLANEOUS:	
Another Protest.—S. E. W.....	118
Notes.....	120
American Awards at Paris.....	121
Publishers' Department.....	126
Pamphlets Received.....	126

CHICAGO, THURSDAY, SEPTEMBER 26, 1878.

Editorial.

TO OUR FRIENDS AND SUBSCRIBERS.

THE new management of the WEEKLY has now issued fourteen numbers. We feel the rock beneath us growing firmer and firmer every week. Every day brings us hearty words of commendation and encouragement. They come from the east and the south, as well as from the north and the west. The universal language is, "The West must have a live educational journal. Go ahead! The WEEKLY is a good paper. We hope you are prospering."

Dear friends, that is very consoling, and we return our most grateful acknowledgments. But there is one thing that would give us a great deal more consolation,—and that is the assurance that every reader and subscriber is actively at work in the interests of the WEEKLY. It is subscribers that we want. Now is the time when they should come. Now is the time when every superintendent, and principal, and subordinate teacher who appreciates the value of an educational paper to his calling, should feel it a part of his official and professional duty to advise and urge his fellow teachers to subscribe for that journal which his own judgment says is best for them. We shall ever remember with gratitude that early friendship which combated our own skepticism upon the utility of subscribing for a teacher's journal; and since our conversion we have never lost an opportunity to attempt the same service for others.

Every teacher of influence—and it is significant that such are always readers of educational journals—is in duty bound to do

all he can to lift his indifferent fellows out of that unfortunate limbo of which the main sentiment is,—"Pooh! What good can a school journal do me!" This indifference or contempt is as sure an indication of unhealthfulness in a teacher as dry-rot in an apple. The best schools are invariably found where the largest percentage of teachers are regular readers of the best educational literature.

Upon this principle we do not hesitate to ask our friends and subscribers, superintendents, principals, and all, to exert themselves for the WEEKLY, actively and personally. They know what the WEEKLY is. They give it strong assurance of their approval and confidence. They desire for the sake of the cause to see it prosper. The good of their indifferent or over-economical fellow-teachers demands that they should put forth much of the missionary spirit. What cause is there then to hinder them from giving us the help of a strong shoulder? Some are already doing it with an amount of zeal and success which are far beyond our expectation. We want others to take hold with the same zeal,—to get up clubs, to talk for the WEEKLY at teachers' gatherings, and to do everything that is proper to give us subscribers. Let no one think for a moment that, in thus calling upon our friends for their earnest coöperation, we ask anybody to work for the WEEKLY, or to subscribe for it, from a sense of duty to it or to us. It is true we are working hard, and we believe the paper is worthy of a strong support. But the same thing can be justly said of others. We ask for nothing on the score of duty toward us. But we do believe the West owes it to itself to give a handsome support to a weekly educational journal of its own. The interests of the great cause of education cannot afford to allow it to live on half-rations or breathe a chilling atmosphere. From the peculiar character and individual position of the WEEKLY in this part of the country, we feel that every teacher and school district and educational interest is a joint stock-holder with us in the paper. The prosperity of the WEEKLY will be their prosperity; and any misfortune that may fall upon it will also affect them.

Hitherto our editorial columns have contained no word of appeal to our friends. We have felt that it was incumbent upon us to show by our deeds why confidence and support in good measure should be given to the WEEKLY. This we feel that we have done, and we now confidently call upon those who are our friends and who realize what important interests are involved with the prosperity of the WEEKLY to give us their earnest coöperation in swelling our subscription list.

THE METRIC SYSTEM.

THE active friends of the metric system will find in the *Metric Department* an important announcement in regard to a new plan of work adopted by the Bureau at Boston. The work of the society has so greatly increased, and its funds are so limited, that it seems absolutely necessary to find some way of stretching its means. The plan hit upon seems a wise one. It is only a question as to the height to which the thermometer of dollars and cents will rise as indicating the amount of individual liberality and enthusiasm felt for the cause. Within the last year a large work was done toward making children familiar with the use and merits of the metric system. But a heavy work yet remains.

As our contribution to the work we are prompted to submit a

suggestion upon a method of teaching the metric system to our school children. It is the practice of many to attempt to impress upon their pupils a working conception of the meter, decimeter, and centimeter, by connection with and reference to the yard, foot, and inch. They do the same for the table of weights and measures, making the old established system the introduction, the stepping stone, to the new. This practice is often endorsed by institute instructors. Many text-books on arithmetic do the same by presenting the new tables with their equivalents in the old; and by even a far worse feature, viz., requiring the pupil by these problems to convert quantities expressed by our system to equivalents in the other. Now as a means of divorcing the people from an old system, or rather no system, and of wedding them to the new for practical every day purposes, no more unphilosophical and inefficient course could be followed than this. A slight shade of metric reform may be secured by this means. But the reform will never come by such efforts. The thing to do is to put into the hands of the children the actual metric units and to set them to actual measuring with these units. If you can, banish from their minds, for the time, all recollection and knowledge of the yard and inch. Give them meter and centimeter measures and let them tell you the dimensions of the door, pane of glass, table, desk, room, etc. Keep them at this work until the meter and centimeter in their minds are as perfect as the inch and yard which they carry there. Do the same thing with the liter and the gram. Put the real measures and weights into the hands of your pupils, and let them actually measure and weigh in the metric system. Do not let the two systems come into relationship at all, until after the new units have become a part of the naturalized furniture, so to speak, of the child's mind. The process of translation, so often a first step, should be the very last step, in imparting familiarity with the new system.

Of course this method involves expense. Who is to pay for the metric outfit? The board of education ought to do it. But if the board will not, and if the teacher feels bound to teach the system, he must furnish his own tools. And it is the opinion of the WEEKLY, if he cannot afford to make this investment, he and his school had better leave the metric system alone. To study it as a mere matter of words, or as a port to be reached only by figuring a passage to it through the common system of weights and measures, is to them time thrown away, and to strengthen the barrier which delays the universal adoption of the system. How cheaply, and by what means, the apparatus can be obtained from the *Metric Bureau* can be ascertained from the announcement published elsewhere from Mr. Dewey.

PROCEEDINGS OF THE COOK COUNTY, ILL., TEACHERS' ASSOCIATION SEPT. 14.

OVER one hundred and twenty-five were present at this first meeting of the season,—the large number in attendance seeming a surprise to all. It is seldom that a teachers' meeting is more enjoyable or profitable. They attempt to have but one session in the day,—a sensible plan for all county teachers' associations. There was no time wasted by the reading of useless minutes or in disposing of preliminary business. Work began at once on the call to order. The programme was brief and was carried out to the letter, without any apologies for neglect, or poor preparation on the part of anybody. However, there was one happy exception. It was published that Miss Julia Ormiston, of Austin, would read a paper, "*How can the Kindergarten Sys-*

tem be adapted to the Public Schools?" In place of reading, she talked; and a practical twenty-minutes' speech from a lady, more admirable in matter and delivery, it was never the fortune of the teachers of Cook county, or of any other county, to listen to. In trying to effect a junction between the primary school and the kindergarten, she thought the great difficulty was a want of time. The practice of handing to the children the material and expecting them to invent ways of amusing and instructing themselves while the teacher is employed with a class was condemned as pernicious in many ways. She gave several illustrations of her own way of working. One must suffice. Before calling her class, she in a measure laid out the work for the little ones who were to remain in their seats. If splints were the material she was going to use that day, she would draw a simple figure on the blackboard, and ask the pupils to arrange the sticks on their desks in as many and as complex ways as they could, always adhering to the fundamental form prescribed by her. After the recitation she invariably looked at each pupil's work, always to commend when possible. On other days, pebbles, bits of colored paper or ribbon, leaves, etc., were used in a similar way, but always under supervision and direction. She would not relax in order out of deference to the kindergarten spirit. She has in her school-room a table specially designed for her work. It is two feet high, thirty inches broad, and eight feet long, with extensions which may be drawn out, making the entire length twelve feet, thus permitting a good number of little boys and girls to operate close to the teacher's side. The table is covered with felt cloth, thus preventing noise. It is a piece of furniture which ought to be in every primary school-room.

The only other exercise on the programme was an address by Geo. Howland, Esq., principal of the Central High School, Chicago, on "*The Power of Education.*" It afforded food for thought rather than discussion, which accounts for there being so little of the latter.

Mr. A. G. Lane, Superintendent of Cook county, made a speech which it struck us it would be wise for other county superintendents to repeat. He lamented the number of young persons who with the minimum amount of text-book knowledge required, apply for a teacher's certificate. If they fail to obtain a certificate there is disappointment; if they succeed, injury generally follows, since they are utterly unprepared either by age, theory, or practice to take charge of a school. Mr. Lane thought it almost a crime against the interests of education, as well as against experienced teachers, for upper teachers to advise their graduates and "bright pets" to apply for a certificate. The teacher's calling is over-full now. These young persons—generally they are no more than boys and girls—need more age and more study before they are fit to put their foot upon even the lowest round of the ladder.

HIGH SCHOOL TALKS.—NO. II.

ABOUT CONTINUING.

ANY body can begin; only the saints persevere. The path that leads through difficult fields of labor is lined by those who have "given up," who have become weary in well doing, who have fainted by the way. The distance between the beginning and the end is what tests us, is what tries us, is what disciplines us. We reach success by successive stages.

There are two steps which people always find it easy to take, the first, and the last. But the great middle is all that there is

of any journey. It is the dark continent, the unexplored region; and one must enter with something of the spirit of a Livingstone or a Stanley if he would let light shine where darkness has hitherto reigned supreme.

Nobody can make a way through it for your feet. Every man must be his own pioneer into the wilderness that lies right in his way. In one sense you travel alone; the help that you get must always come from within, not from without. To be benefited you must take your own steps. Feet were made to walk and hands were made to toil. You cannot be carried into strength either of body or of mind.

People do not grow because other people have dined sumptuously. In order to grow in your school life you must learn to eat your own dinners. Action, ceaseless action, is the key that unlocks great Nature's storehouse and gives to man his strength of body and mind.

It is sometimes said that there is no royal road to excellence; but it has occurred to me that the only way there is to excellence is a royal one, and that none but kings and queens ever walk therein.

Continuing is the test of true nobility. The difference between failure and success is the difference between quitting and continuing. Newton says, "I keep the subject continually before me until the first faint dawning opens little by little into a full clear light."

In the library across the way are works in volumes, the first of which are well thumbed, showing the marks of earnest labor, while the rest remain unstained in calm repose.

What you need to do is to get over into the second volume of things, and to study there with the same eagerness and enthusiasm with which you begin.

You may compare this year's work to a history,—and it will be a history—in forty volumes, if you please.

My exhortation to you is to let the coming weeks show marks of study in every leaf. Thumb the pages well, and when the year is closed you can with a sense of satisfaction pass the well worn volumes to a place of honor in your real library—a library not covered with dust in the neglected corner, but one from which you must read things "both new and old" as the years pass by.

J. W. D.

SOME POINTS OF THE NORMAL QUESTION.—NO. III.

ROBT. ALLYN, Prin. So. Ill. Nor. Univ.

"BUT, my dear friend, do you not remember that in order to study Methods, one must know a large range of facts and be familiar with systems in a very broad way? One who has only learned to read and spell and write and calculate, even if he can do all these like the book itself, and emulate the 'lightning calculator' at his best, is not thereby fitted to study Methods unless he has mastered almost a universe of facts in their relations; and this is science. A boy or a girl with an immature mind is not prepared to go into training as a normal student proper. Is he?"

"Now you are hinting at a difficulty which normal schools have in all their history encountered. Their pupils are young and have not enough knowledge, and they must chiefly study branches. It would of course be a most excellent thing for such a school to have a review course, which shall go over these studies and even go much higher and impart knowledges belonging to the departments of science. Here is one problem, to get students who are fitted to enter on the study of Methods. It is with us, when we come to our practical work, as if a law-school or a medical college were obliged to teach its students all the details of writing, reading, and general science and literature,

and the practice of law, or how to bring cases into court besides."

"And so you are compelled to teach everything. Does not this attempt to supply every student's deficiency of early training seriously embarrass you in your legitimate purpose, which is, as I make it, to give instruction and practice in Methods of learning and of teaching?"

"No doubt of it."

"Then why not fall back on the real purpose of your school and adhere to it resolutely and persistently? If a scholar comes to you who cannot read, or write a fair hand, or make calculations, or does not know a plant or an animal, or cannot speak grammatically, why not let him go to a school for that purpose and learn, and then return to you and study for his profession?"

"We do attempt this and remand many down to the preparatory department, which is connected with our institution, and which, to our sorrow, may be the largest part of our school. But in coming to this conclusion have we not reached our sixth point, which is really the most important of all, as it demands strictly professional training like the law schools already named, and it assumes the profitableness of bringing together teachers and filling them with the spirit of the calling, and impressing on them the high dignities and duties of the noble work they are undertaking. By this schooling in company, they learn to know one another and adopt the same methods and to act in concert, with foresight for the interests of all the people."

"Well, what can be said on that head? I can see how students living together and following common lines of thought, preparing for a common life-work, noble in itself and useful, even necessary to the state, should be kindled into a divine enthusiasm and burn with better desires and more earnest purposes. And when they go forth they will be each a burning and shining light to illuminate all around him—a torch which may kindle a hundred others and still itself burn the brighter for being waved in the air and fanned into new heat."

"This is our purpose in normal schools, and if we only gather pupils to study the common geography and arithmetic, or spelling and reading, with the design to teach them to others, and to exalt it into a life business, we begin this stimulus of enthusiasm, and provide a basis of character on which to plant a professional spirit of earnestness, which shall raise teaching to be one of the highest of all employments in the commonwealth, and which shall make preparation for it the sacredest of duties and the highest of ambitions. But we desire more than this. We mean to instruct our pupils to know what perfection is, or to show what a good lesson properly recited is; and to set up a standard of perfectness. I will quote Roger, the schoolmaster, once more: 'A true man had rather be perfect than mean, (mediocre) sure than doubtful, to be what he should be in deed, not seem what he is not in opinion. He that maketh perfectness his mark must come to it by choice and certain knowledge, not stumble on it by chance. And the right steps to reach unto it are these, linked thus orderly together, aptness of nature, love of learning, diligence in right order, constancy with pleasant moderation, and always to learn of them that be best; and so shall you judge as they that be wisest. And these be the rules which worthy Master Cheke did impart to me.'"

"You mean then that a normal school should be presided over by the best of the most experienced teachers in the land, that it should review the elementary studies in the most thorough, philosophical manner, and teach the higher sciences as well as a university; and in addition to all this, give particular attention to the fact that the pupil is himself to be hereafter a teacher, and is therefore not to fashion his soul to the highest model of perfectness, and be drilled and disciplined in the art and methods of teaching all science and governing all tempers and dispositions?"

"That I do."

"Well then you exalt your normal school to a very lofty place in the system of public education. If you can reach this level and find support from the people, I am sure you will do much to improve the standard of education and to make it profitable to invest money in the public schools. But I must confess to you

that on more than one occasion, when I have seen the rude illiterate teachers, young in years, immature in mind and morals, ignorant of good society, sometimes as destitute of knowledge and moral stability as they are of experience; I have been tempted to doubt the wisdom of expending money on schools which have even a remote chance of being taught by such teachers. If educating them in normals will prevent a tithe of the waste of taxes which they must cause, you may count me hereafter an advocate for them."

He stopped a moment and then went on. "I do know most certainly that some of the best men and women, young and older, are engaged in teaching. I understand their self-sacrifices and their devotion to a benevolent work, and that they are beset by the annoyances of illiterate and self-consequential directors, of fond and proud and ignorant parents, and of bad and thoughtless children. I am aware of the difficulties of their work and of the excellences of great numbers engaged in it. And while I am sorely dissatisfied with so much, I am pleased with more. If normal schools can improve and strengthen what remains of good and can repress and diminish what is faulty in our schools, I am sure they will be supported."

"They can do this fully and to the satisfaction of the public only when the people sustain them earnestly and with abundant means. All other schools are well provided for. Why not these, the highest and most promising?"

"But you were enumerating advantages. Are there any others?"

"One may be noted at this point. They give teachers at least a partial knowledge of what they are to do in teaching and of the methods of doing it. They will not enter a school-room to experiment, and find by trying, how to do the work."

"I remember," said Erastus, "the adage: Experience keeps a dear school but fools will learn in no other," where the word experience, I take it, answers to your experiment very nearly. You cannot have forgotten an anecdote told of Dr. Abernathy, a London oculist. He was asked how he had acquired a skill so marvelous in operations on the eye, and replied: 'By spoiling a hatful of good eyes.' You would have your teachers learn by something else than by experiments on pupils' minds."

"Exactly. And here I beg pardon for quoting old Roger again: 'Erasmus, the honor of learning of our time, said wisely that experience is the common school-house of fools and ill men; men of wit and honesty be otherwise instructed. For there be that keep out the fire and were never burned; that beware of water yet never were nigh drowning, that abhor falsehood and never brake promise themselves.' We intend the coming generations of teachers shall not spoil rooms full of pupils in order to learn how to teach, nor waste years of their own time and thousands of the people's money in order to find out their own inability to instruct. They shall be tried and shown to be able to begin at once well, and go on from that to the better, and easily and early reach the best, and having been first prepared for their duty they shall find it so pleasant, so profitable, and so soul inspiring, that they and the whole community shall see how blessed it is to teach the young, and how it saves from a thousand losses to be taught where to begin and how to proceed with a child in education."

"Well, well," said he. "You have been helped to say many good things in defense of normal training. I cannot gainsay them. God grant not only that you be right, but that others may believe you."

We parted; he east, I west, and I have written for the pleasure of remembering and with the hope of pleasing others.

ANOTHER PROTEST.

To the Editors of the Weekly:

In behalf of myself and at least three of my fellow students, I must utter an indignant protest concerning ladies who cannot bear to be alone. I lived a year under the same roof with an accomplished southern lady who had her study hours, and we had our study hours for solitary study correspond; and read together such books as we thought would be most profitable if shared. There is no such "constitutional peculiarity" as that you talk about, and I'm afraid your "whole experience" is somewhat limited. S. E. W.

Boston, Mass., Sept. 19.

A HYMN.

FOR THE DEDICATION OF THE NEW HIGH SCHOOL BUILDING, CLEVELAND, OHIO, SEPT. 3, 1898.

By Mrs. REBECCA D. RICKOFF.

WHO reared, so firm and true, these stately
Walls uplifting to the sky? Who sunk so deep,
The broad foundation-stones on which they stand?
'Twas Labor—he, of strong and helpful hands,
And slow and steady might. He piled the stones,
He set the beams, and placed the architrave,
And wide he "spread the roof above them." Art
With Labor wrought and with her skill touched, here
And there, the task on which he toiled, and made
The useful beautiful. And Science, calm
And clear-eyed, stood as mentor and kept watch
That fair proportions in all parts should give
Endurance to each pillar, arch, and beam,
And added strength and grandeur to the whole;
That every wise contrivance known to Health
Should enter into all the generous plan;
That noble windows high and wide be framed
To let the golden glory of the heavens
Flood all the ample rooms. And mightier still,
The powers of water, air, and fire she bound
To do her will—the wild and roaring winds
From Erie's chilly waste of waters blown
To temper with a kind and genial heat,
And send them, balmy as the breath of June,
And rich with health-sustaining power, to fan
The student's cheek and feed his busy brain;
And Liberty, the while, kept vig'lant guard
That every door should open free and wide
To let her grateful children all come in.

They come, the earnest-hearted and the strong;
Education, on the threshold, waiting stands,—
Education, mightiest 'mong the mighty powers,
Born of heaven when stars of genius shone,
Nurtured at the breast of sweet Humanity,
Strong with a glorious, ever-growing strength;
A Hercules to whom the sun-god, Light,
Has given the golden cup to guide his course
Across the ocean of the vast unknown,
An immortal Hercules whose power is gained
In victories over ignorance and wrong;
Kingliest of kings, high bearing in his hand
The blossoming sceptre given him by Truth,
And wearing on his brow the laurel crown
That grave Experience has bound for him.
The light of love is in his gentle eye,
Sweet words of help and cheer are on his lips,
While from his tongue the precepts of the wise,
And mandates kind, in varied accents, fall.
He takes the children to his loving heart,
And gently leads them upward to the hills
Where Wisdom dwells—Wisdom whose ways are ways
Of pleasantness and all whose paths are peace.

They come, the earnest young, with warm, glad hearts,
High hopes, and brave resolves; with motives pure,
With young ambition's pride and faith of youth
They come, and on for years they still shall come.
The hope and promise of our land, the pride
Of every heart—here shall they congregate
When we are mold'ring in our graves. These walls,
Grown dim with dust of years, mysterious
With stains of time, shall still reverberate
The students' busy hum and joyous strains
Of songs we ne'er shall hear. Here shall they learn
The things we long to know; here study history
Yet unwritten, and read poets yet unborn;
Here, strange new wonders of philosophy
Shall see, of which we cannot even dream.
The young, the earnest-hearted and the true,
God's blessings on them now and through the years
To come.

Be dedicated, O ye walls!
And ye, O ample rooms and gracious halls,
Ye welc'ming doors and lofty windows kind,
Ye shelt'ring roof and heaven-ward pointing tower,
Be dedicated, even to the end,
Unto the noblest service of the young.

—We congratulate Prof. W. F. Phelps upon the honor accorded to his *Teacher's Hand-Book* at the Paris Exposition. It was sent as a part of the Wisconsin exhibit, but seems to have been thought worthy of a silver medal in its own right—a distinction it certainly merits. We take occasion to commend the book to the attention of teachers, and shall soon publish a review of it.

REVIEWS.

The Practical Arithmetic, on the inductive plan, including oral and written exercises, by William J. Milne, A. M., Principal of the State Normal School, Geneseo, N. Y. (Jones Brothers & Company. Cincinnati, Philadelphia, Chicago, and Memphis.) This is a solid and compact book, and seems to include all that properly belongs to the common school arithmetic. It is well printed, and the subjects, especially the commercial applications, seem to be handled in a very business-like way. The answers to problems are all given in the last twenty pages and nowhere else. The subjects of square and cube root are treated in a very clear geometrical method, the cuts being fair substitutes for blocks. With this book upon his study table, no teacher ought to experience trouble in explaining the rule for cube root. The metric tables are all given. We are sorry to notice that a few of the exercises pertaining to them are of the kind we have elsewhere condemned. Where an arithmetic complete in one volume is wanted, it would be well to examine this book.

The First Lessons in Arithmetic, by the same author and publishers, is a very pleasant primary arithmetic, constructed upon the inductive and objective methods, but without any specially noticeable features.

Elements of Book-keeping, Embracing single and double entry, with a great variety of examples for practice. By Joseph H. Palmer, A. M., for twenty years first tutor of Mathematics in the College of the City of New York. (New York: Sheldon & Co. Introductory price, 67 cents; for examination, 30 cts.)—We know of no book that attempts to satisfy the want to which this book ministers. It is a book-keeping primer, not only giving to every boy and girl who studies it a clear and valuable insight into all business forms and processes, but inculcating correct business habits. The ordinary professional standpoint of such works is brought down to the cash accounts of children, clerks, families, and to the transactions of farmers and mechanics. From an examination, although use in the school-room is the only valid test of such books, we are very ready to grant the publishers' claim,—that it is a good elementary work on Book-keeping,—beginning with the most simple every-day transactions of life, easy of comprehension, and thorough in treatment.

How to Parse. An attempt to apply the Principles of Scholarship to English Grammar. With appendixes on Analysis, Spelling, and Punctuation. By the Rev. Edwin A. Abbott, D. D., Head Master of the City of London School. (pp. 343. Price, \$1. Boston: Roberts Brothers. Chicago: Jansen, McClurg & Co.)—These English teachers have a way of their own of getting up school-books which is quite in contrast with our ordinary American style. There scholars seem to find time to write text-books. Here we generally have to accept the work of compilers. And yet it seems agreed that in school-houses and text-books, America leads the world. We have always felt it a duty—and usually a pleasure as well—to give a careful examination to every English text-book that comes in our way. There is nothing so beneficial as to look at a familiar subject from a new stand-point. This we almost always find in these British books. This is noticeably true of all the books in which the Rev. Edwin Abbott has a hand. His *How to Write Clearly* was one of the most suggestive helps in teaching composition and rhetoric that we ever had a chance to use in the school-room. *English Lessons for English People* proved hardly less valuable in a private way.

From our experience with these two books we are prepared to say that a teacher who has anything to do in the way of teaching the English language will find *How to Parse* a very useful help, although we must confess that we are not as favorably impressed with this book as we were with the other two. We have come to look upon "parsing" in our lower grade schools as a lamentable waste of time. "How to Write Clearly" is the thing rather than "How to Parse."

Topical Course of Study for the Common Schools of the United States. By R. C. Stone. (pp. 115. Price 50 cents. New York: A. S. Barnes & Co.)—Taking his idea from the International Sunday School Lessons, now the 'guide of almost every Sunday School in this country and Europe, the author of this little book conceives that it would be a possibility and an advantage to have all the 10,000,000 pupils in our common schools pursue exactly the same course of study, and to have all the pupils of any given year in school attendance study during any certain week of the year the same minute topic in a subject. For example: During the ninth week of the third quarter of the fourth year or grade, all the boys and girls between the Atlantic and Pacific, at school in that grade, are to give their attention in Arithmetic to the twenty-ninth topic—*United States Currency*; in Geography, to the fourth subdivision of the sixty-fifth topic—*Australia*; in Reading, to the forty-third topic—*Expression*. We must say that we hope never to see such a plan as this come into operation. It is hard to tolerate the pernicious amount of mechanism which now exists in our public schools. There begin to appear signs of a healthy and reasonable reaction. It would be, in our opinion, most disastrous to attempt to introduce such a scheme as this. There seems to be no real cause of fear yet. No superintendent or school authority is quoted as endorsing Mr. Stone's *Topical Course for the United States*. Accepting his idea as a wise one, we could heartily congratulate the author upon the completeness of his work. His book contains many most valuable suggestions to the teachers and will be found of great service to any superintendent who is engaged in preparing a course of study.

The Works of William Shakespeare. From the text of Clark & Wright. With a copious glossary. To which is added an index to familiar passages, and an index to the characters of each play. (New York: T. Y. Crowell. Price \$1.25.)—To the question: What cheap copy of Shakespeare would you advise me to buy? it has not been possible hitherto to give a satisfactory answer. There are numerous editions which are cheap enough, but they are not reliable in text, or convenient in size, or clear in type. And where the last qualities have been found, it has not been possible to buy them at any cheap rate. But here is a complete edition, comprising not only all the plays but all of Shakespeare's other poems, including his sonnets, in size less than many hymn-books, in clear type, from the text of the noted Shakespearian scholars, Clark & Wright, which is admitted as the most reliable text yet prepared, and costing only \$1.25. In addition there is a valuable glossary, of twenty-five double-column pages, and a good index to familiar passages, which every student of Shakespeare will appreciate. The index to the characters seems exhaustive. The lines are numbered in each scene, usually by tens, thus making the matter of reference quite convenient. The book is a gem, and we congratulate all the impecunious lovers of Shakespeare, including ourselves, upon the possibility of possessing the immortal bard in so admirable a dress, for almost as little money as will afford the dubious pleasure of hearing some

"robustious periwig-pated fellow tear a passion to tatters." However, we must warn teachers who may be looking for such an edition for school purposes that the text is not expurgated; a fact which, from the standpoint of the educator, is greatly to be regretted.

NOTES.

—It will be no greater surprise to our readers than it was to us to see that THE EDUCATIONAL WEEKLY obtained an award at the Paris Exhibition. The fact will be learned from a *Herald* dispatch which we republish *verbatim* elsewhere. The WEEKLY has the high honor of standing at the head of the list, or rather at what would be the head if the compositor had begun at the other end. But we are content with our prominent position, especially since we find ourselves in the estimation of the committee only one shade below "OUR AMERICAN PUBLICATION!!" We shall try to wear our honors with the most approved grace. Following the example of our modest eastern brother, we should proceed forthwith to send out circulars to leading newspapers asking them to publish the fact in a complimentary formula invented by ourselves as follows: "*It is gratifying to note that the highest award*"—do our eyes deceive us? That letter from the *New England Journal of Education* says: "*the highest award given to the Educational Journalism of any country comes to our American Publication.*" And yet in this very list in which the name of that paper appears, there are two educational journals which get a higher award. They are, as will be seen from the list: Barnard's *American Journal of Education*, a gold medal. Wickersham's *Pennsylvania School Journal*, a silver medal. The more we think over this matter and understand the facts, the more we are astonished at the brass—we were going to say "bronz"—which sent out that circular.

—If would-be correspondents will persist, in spite of our announcement, in sending us communications unaccompanied by the writer's real name, we must not be blamed for consigning their effusions to the waste-basket. We must know for ourselves who is responsible for the letters we publish. However, we do not insist upon publishing the name.

—We desire to call attention to the fact that the price of the WEEKLY, by single subscription, is \$2.50. We cannot fill orders for it from single individuals for \$2.00. Apply to your county or city superintendent or to some active friend of the WEEKLY, and help him to get up a club of ten, and your \$2.00 will come in all right. And so to single subscribers for six months the price is \$1.50. We cannot send twenty-five numbers for less, excepting in clubs. For information consult publishers' department. Please be kind enough not to ask us to accept anything but our advertised rates. The way to reduce the price is to get up a club; and now is the time to do it.

—The question of the Bible in the public schools of New Haven seems settled, at least for the present. Last week, by a popular vote of four to one—the majority being 2,900, and after a very bitter canvass, the three candidates who favored the Bible were elected, thus giving a majority of the Board to their party. However, this result was brought about by a queer side issue.

"There was a parochial school, connected with St. Patrick's Church, in which about 600 children were taught by the Sisters of Mercy. The expense of this school was, some time ago, assumed by the board, the Sisters being allowed to remain, subject to the control of the board. During the past year a

new school building has been erected, and the board ordered the transfer to it of the parochial pupils. It was willing that the Sisters should continue to teach, but as the teachers would have to be under a male principal, they declined. The board would not recede. The result was, the new building stood empty, while the Catholic children continued to attend the parochial school, all the expense of which was saddled upon St. Patrick's Church. The Catholics wanted a board that would assume the expense of this school, and joined hands with the Bible party to elect their men. It was this combination that carried the day."

On the other hand, Father Sharkey, of the Church of Our Mother of Sorrows, at Philadelphia, built some time ago a parochial school building; but it had not been put into use when the public schools opened Sept. 2. On the preceding Sunday the reverend teacher reminded his congregation of their duty to the new school he had established. The following morning quite a number of Catholic children were not sent to the public schools, and during the week so many others were withdrawn that it was proposed to dispense with one or more of the regular teachers.

—We are in receipt of the following new music just issued by Geo. D. Newhall & Co., Cincinnati, O. "Mountain Peak" Mazurka, Caprice by Kaulbach. "Ariel" marche grotesque by L'Estrange, "Whispering Pines" by H. Lessing, and "Anabel Polka," by H. J. Schonacher. We can recommend them to teachers as being unusually attractive.

—The first annual meeting of the Illinois Social Science Association will be held in Chicago, Oct. 3 and 4. All persons interested in the various social questions of the day are cordially invited to attend. It is hoped to obtain concessions from the hotels, and those ladies and members who desire the benefit of such arrangement are requested to send in their names promptly to Mrs. W. O. Carpenter, 120 Park avenue, Chicago.

—There is an article in the *Atlantic Monthly* on "Certain Dangerous Tendencies in American Life," which ought to be read by every thoughtful and conscientious man and woman in our country. We had marked numerous extracts, but have room for only one or two sentences, of interest to teachers in particular.

"The people (those of whom Ben Butler and Kearney are at present the most conspicuous representatives) from whom these dangers arise are not stupid or ignorant, nor are their minds inactive. They have been through our schools; they edit newspapers, make our political speeches in all the country places, and represent us in Congress. They are not so much uneducated as miseducated; their faculties are active, particularly of late years, but they are undisciplined and misdirected, and the result of their thinking is largely erroneous. For these difficulties our public-school system furnishes no adequate remedy. Two things are especially to be noted in our popular school education: it usually leads to no interest in literature or acquaintance with it, nor to any sense of the value of history for modern men—a very serious defect; and its most characteristic and general result is a distaste for manual labor. We have some good schools, of course; but great numbers of teachers and principals of our high schools in country places have for several years explicitly taught their pupils, and urged upon parents, the sentiment that in this country education should raise all who obtain it above the necessity of drudgery; that there are better ways of making a living than manual labor 'at so much for a day's work,' and that these higher ways will be open to those who 'get an education.' All this has resulted in a dainty, effeminate, and false view of the world as a place where only uneducated and inferior people need work hard, or engage in toilsome or unattractive employments."

—The *Atlantic Monthly* for October says: "During the last summer the spelling reform has made evident progress, and it has now reached a stage where the public can coöperate with more definiteness than has heretofore been possible.....These simple suggestions (of the American Philological Association and of the Spelling Reform Association) are not difficult of adoption, and there is reason to believe that they will come into immediate use in the public journals." So mote it be!

—We owe it to several friends who have inquired as to that word "bronz," to say that it is no joke of our perpetrating. The author of that letter is entirely responsible for it. But it is a trifling matter. It must be remembered that the distinguished speller lives near to the head-quarters of the Spelling Reform Association. He has but recently been inoculated, and being rather a skeptical subject, the virus has not yet taken full effect. It is to be hoped that he will give in the future more decided evidence that the reform is working in him.

—In the dictionaries—especially in Webster's—two modes of pronouncing the same word are frequently given. It is a common opinion that the mode given first is so placed for the purpose of indicating the preference of the authors of the dictionary. We believe we have good authority for saying that this is an unwarranted interpretation of the matter of mere position. One form must, of course, be printed in a place preceding the other. But it is not to be inferred necessarily that the author thus expresses any preference.

—It gives us pleasure to observe that the New York *Tribune*, in a recent issue, drew from our columns the substance of the letter from Japan published in the WEEKLY of Sept. 5. It was an interesting letter.

—It always does us good to have special orders for certain issues. No. 81, Sept. 12, seems to be highly appreciated.

—The September-October number of the *North American Review* contains the following articles: "Is the Reformer any longer needed?" by George W. Julian; "The Readjustment of Vocations," by William T. Harris, LL. D.; "Torpedo Warfare," by D. D. Porter, Admiral U. S. Navy; "What is Inspiration?" a symposium, by Rev. F. H. Hedge, D. D., Rev. E. A. Washburn, D. D., Rev. Chauncy Giles, Rev. J. P. Newman, D. D., Most Rev. James Gibbons, D. D., Archbishop of Baltimore, and John Fiske; "Civil Service Reform," by John Jay, Chairman of the Commission on the New York Custom House; "Alfred de Musset," by T. S. Perry; "Kin beyond Sea," by the Right Hon. W. E. Gladstone, M. P.; "Contemporary Literature." Published at 551 Broadway, New York, and for sale by booksellers and newsdealers generally.

AMERICAN AWARDS AT PARIS.

We give space to a long Paris dispatch to the New York *Herald* of Sept. 15. It contains items of interest to a large circle of teachers and publishers.

A supplementary jury has been appointed to examine articles overlooked by the class juries, of which there are from fifteen to twenty in the American section; but the jury is forbidden to consider anything the class juries examined, whether it received an award or not. There is much grumbling, and several American owners of exhibits have telegraphed their agents here that their awards are unsatisfactory, and asking an appeal, but no appeal will be heard.

The following are additional awards to American exhibitors at the Paris Exhibition:

CLASS 6.

Diploma—To Boston public schools, Boston, Mass.—City School Reports, 22 vols.; scholars' work, 84 vols., and 15 portfolios; complete set of text-books used in elementary and high schools; Barnard's *Journal of Education*, 24 vols.; blanks, 7 vols.; plans of High School Building; charts of school statistics; photographs of school regiment. Illinois State Department of Public Instruction, Springfield, Ill.—Reports of the Superintendent. Indiana State Department of Public Instruction, Indianapolis, Ind.—Set of State Reports; model of a school-house; reports of the Superintendent of Crawford county; Manuals of the public schools, from Hendricks and Montgomery counties. Kansas State Department of Public Instruction, Topeka, Kan.—Set of State Reports, sets of city reports, catalogues and courses of study of colleges, high and graded schools; album of photographs of school houses and volumes of scholars' work. Massachusetts State Department of Public Instruction, Boston, Mass.—Complete set of reports of the Board of Education, 34 vols.; complete set of the annual reports of the school committees of the 344 municipalities of the State for 1875, 12 vols., and educational map of

the State. Milwaukee public schools, Milwaukee, Wis.—City school reports, 3 vols.; scholars' work in district, high, and normal schools, 120 vols.; six school plans, photographs of school houses, 1 portfolio; statistical statement, in frame; blanks and forms, 1 vol. New Jersey State Department Public Instruction, Trenton, N. J.—Superintendent's reports, scholars' work, views of school houses, interior school views, with stereoscope. Ohio State Department of Public Instruction, Columbus, Ohio—Reports of the Commissioner, History of Education in Ohio, higher education, History of Public Schools. Pennsylvania State Department of Public Instruction, Harrisburg, Pa.—State reports, School Laws, official blanks and forms. Rhode Island State Department of Public Instruction, Providence, R. I.—History of education in Rhode Island, 1636-1876; Report of the Commission, 1877; Common School Manual, 1873; chart of Normal School course of study, picture of Providence High School, scholars' work. St. Louis Public Schools, St. Louis, Mo.—Set of city school reports, kindergarten material, set of blanks and forms. Washington (D. C.) Public Schools—Reports of the Superintendent, 1870-1878; text and reference books, scholars' work, 1878; school map of the city, plans and views of school buildings in a portfolio, blanks for school use, model of the Henry school house. Wisconsin State Department of Public Instruction, Madison, Wis.—Executive and Legislative documents, set of State reports, reports of public schools and State University, scholars' work, examination papers and drawings, catalogues of normal schools and State University, *Wisconsin Journal of Education*, History of Colleges and Education in Wisconsin, statistics, etc.; plans, photographs and maps; registers, forms, and blanks, miscellaneous, 17 vols.

Gold Medal—To Henry Barnard, of Hartford, Conn.—*The American Journal of Education*, 1856-77. Hampton Normal and Agricultural Institute, Hampton, Va.—Scholars' work, views of the schools; publications, blanks and regulations. Harper & Brothers, of New York—Text books for elementary instruction. Public Library, Boston, Mass.—Samples of binding library documents, administrative blanks, etc., illustrative of the workings of the institution. Trustees of the Peabody Fund, Staunton, Va.—Reports of the secretary. Guyot and Swinton, authors.

Silver Medal—To D. Appleton & Co., of New York.—Text books for elementary instruction. A. S. Barnes & Co., of New York.—Text books for elementary instruction. Alexander Graham Bell, of Boston, Mass.—Seven charts and one book to explain the universal system of visible speech, invented by Alexander Melville Bell; 3 vols.; invisible speech symbols, prepared by pupils in the school of Vocal Physiology. Cowperthwait & Co., of Philadelphia, Pa.—Series of text-books for elementary instruction; set of charts for teaching the first steps in reading. Edwin Leigh, of Brooklyn, N. Y.—Appliances for teaching the first steps in Reading, by Leigh's Pronouncing Type. D. F. Lincoln, of Boston, Mass.—School Hygiene in the United States; Reports, Papers and various Documents, bound in 1 vol. Luther Whiting Mason, of Boston, Mass.—Music publications; System of Musical Instruction, in Japanese. W. F. Phelps, Whitewater, Wis.—Handbook for teachers. E. S. Ritchie & Sons, Boston, Mass.—Set of physical apparatus for higher elementary schools, with a case. Walter Smith, Boston, Mass.—Publications and appliances relating to industrial art education. Thompson & Brown, Boston, Mass.—Eaton and Bradbury's Series of Mathematics; Philbrick's Tablets and various text-books. Van Antwerp, Bragg & Co., Cincinnati, Ohio.—Text books. J. P. Wickersham, Lancaster, Pa.—Set of *Pennsylvania School Journal*. Louisville (Ky.) School for the Blind.

Bronze Medal—To American Metric Bureau, Boston, Mass. Publications; three charts; cabinet containing seventy-two pieces of apparatus. A. H. Andrews & Co., Chicago, Ill., school desk, noisless slates and other apparatus for schools. T. W. Bicknell, Boston, Mass., *National and New England Journals of Education* in bound volumes; current issues of the same, and of *Primary Teacher* and *Good Times*. Clark & Maynard, New York, Anderson's series of school histories and various other text-books. N. H. Edgerton, Philadelphia, Pa., set of chemical apparatus suitable for high and elementary schools, stereopticon and transparencies for instruction in natural history. Ginn & Heath, Boston, Mass., text-books for elementary instruction; Music books and charts by L. W. Mason. A. J. Johnson, New York, General Encyclopedia, suitable for reference in schools; Universal Atlas. J. B. Lippincott & Co., Philadelphia, Pa., text-books for elementary instruction; set of Cutter's Anatomical Charts. Lewis B. Monroe, Boston, Mass., system of teaching the first steps in reading, illustrated by charts and books. Joseph L. Ross, Boston, Mass., school desks. W. H. Sadlier, new text-books for elementary instruction; set of drawing cards. Sower, Potts & Co., Philadelphia, Pa., text books for elementary instruction, wall maps for school purposes. E. Steiger, New York, Encyclopedia of Education; text-books and apparatus for primary instruction; Kindergarten material and globes. T. Elwood Zell, Davis & Co., Philadelphia, Pa., General Encyclopedia, suitable for reference in schools, and other books. Anderson (author) and Rome (Ga.) Female College, scholars' work.

Honorable Mention—To Adams, Blackmer, & Lyon Publishing Company, Chicago, Ill., school texts-books. Brewster & Knowlton, Boston, Mass., cabinet of minerals for use in higher elementary schools. J. H. Butler & Co., Philadelphia, Pa., text-books for elementary instruction; two sets of outline maps. Robert S. Davis & Co., Boston, Mass., Greenleaf's mathematical series and miscellaneous publications. Eldredge & Brother, Philadelphia, Pa., text-books for schools of different grades. S. M. Gaines, Cambridge, Mass., Gaines' Chemical Alphabet. W. D. Henkle, Salem, Ohio, *Ohio Journal of Education*, from January, 1876; T. W. Higginson, Newport, R. I., School History of the United States—Mound Builders. Gilman Joslin, Boston, Mass., one celestial and three terrestrial globes. Lee & Shephard, Boston, Mass., text-books. Sheldon & Co., New York, text-books for elementary instruction. S. R. Winchell, Chicago, Ill., THE EDUCATIONAL WEEKLY, 1877.

Educational Intelligence.

EDITORS.

Maine—Prof. J. Marshall Hawkes, Principal Jones School, Portsmouth, N. H.
 Colorado—Hon. J. C. Shattuck, State Supt. Public Instruction, Denver.
 Iowa—J. M. DeArmond, Principal Grammar School No. 5, Davenport.
 Illinois—Prof. John W. Cook, Illinois Normal University, Normal.
 Indiana—J. B. Roberts, Principal High School, Indianapolis.
 Wisconsin—J. Q. Emery, Supt. Public Schools, Fort Atkinson.
 Minnesota—O. V. Tousley, Supt. Public Schools, Minneapolis.
 Dakota—W. M. Bristoll, Supt. Public Schools, Yankton.
 Ohio—R. W. Stevenson, Supt. Public Schools, Columbus.
 Nebraska—Prof. C. B. Palmer, State University, Lincoln.
 Michigan—Henry A. Ford, Kalamazoo.

The East—Prof. Edward Johnson, Lynn, Massachusetts.

The South—Prof. Geo. A. Chase, Principal Female High School, Louisville, Ky.

Orders for subscription may be sent to the above editors, if preferred. Items of educational news are invited from superintendents and teachers.

CHICAGO, SEPTEMBER 26, 1878.

THE STATES.

IOWA.—The attempt at kindergartening in Marshalltown has been abandoned on account of its unpopularity among the citizens—not the kindergartening, but the attempt.

Supt. W. T. Harris, of St. Louis, is expected to address the State Teachers' Association at Marshalltown during the holidays.

Supt. Wedgwood has found, in taking the school census of Atlantic, that there are 1,255 children between five and twenty-one years of age, against 285 six years of age.

The third number of *The College Quarterly*, published by the Agricultural College, at Ames, is at hand, and may justly claim a prominent place in professional journalism. It is edited by Prest. Welch, and is devoted to the interests of industrial progress.

Mr. W. N. Hull, of Pittsburgh, has been engaged to teach book-keeping and elocution at the Iowa State Normal School.

The following concise table in regard to our public lands was prepared by Pres. Pickard and given by him in his valuable address before the Scott county institute:

Dates.	Acres.	How Obtained.
1783,	208,000,000	By State cessions.
1803,	733,000,000	By Louisiana purchase.
1821,	37,000,000	By Florida purchase and treaty.
1846,	185,000,000	By Oregon treaty.
1848,	258,000,000	By Mexican war and treaty.
1854,	29,000,000	By Gadsden treaty.
1867,	370,000,000	By Alaska purchase.

Total, 1,820,000,000

LANDS APPROPRIATED.

1784,	69,000,000	For Common schools.
1785,	1,000,000	For Colleges.
1864,	10,000,000	For Agricultural colleges.
	165,000,000	Sales.
	183,000,000	For Railroads.
	17,000,000	For Canals and roads.
	29,000,000	For Homesteads.
	60,000,000	For Soldiers' bounties.
	63,000,000	For Swamp land.
	43,000,000	For Indian reservation.
	1,180,000,000	Balance on hand.

Total, 1,820,000,000

MASSACHUSETTS.—Milford, Mass., is a busy, manufacturing place of 10,000 inhabitants. It has an attendance of 2,200 scholars in forty different schools. The school board consists of six persons, who, previous to September, 1877, managed the schools without the aid of a superintendent. In the annual report for that year, the committee recommended the appointment of a supervising officer, and the town ratified the suggestions of the report. The committee chose Hon. J. W. Simonds, of New Hampshire, who had just completed his second term of office as state superintendent. His work for the first year was mainly devoted to an investigation of the condition and wants of the school system, which he embodied in his first annual report. The present results of his recommendations were briefly set forth in the last WEEKLY. A favorable feature in the changes of text-books and courses of study appears in the harmonious manner of their accomplishment, which speaks well for the character of the management. About one-third of the teachers are Catholics, several of whom, according to local reports, are young ladies of marked ability. We notice that Superintendent Simonds is publishing circulars for the instruction of teachers. Circular No. 3 contains many sensible sug-

gestions. We congratulate the citizens of Milford upon the enlightened and progressive action taken by their school board. The recent changes and improvements there as noted by the local papers will form a marked epoch in the history of its education.

ILLINOIS.—There were six examinations for State Certificates held in various parts of the state during the year under the direction of the Superintendent of Public Instruction. The questions were prepared and sent to the county superintendents of the counties in which the examinations were held. The examiners were selected from among the very best teachers in the state, and the work as reported shows that every thing was done that it was possible to do, to follow the instructions given in Circular 22, issued by the Superintendent. The county superintendents were placed in charge of the classes and conducted the examinations so that the examiners were only required to look over the papers and mark their value.

The Superintendent of Public Instruction expresses himself under great obligations to the persons who acted as examiners and conductors, for the faithful manner in which the work was done. The following is a list of persons who passed the entire examination, and to whom certificates have been issued: J. H. Ellis, Peoria; C. A. Pease, Berlin; T. B. Crisp, Johnsonville; Eugene DeBurn, Champaign; Mrs. H. L. W. Grucey, Cambridge; E. E. Darrow, Springfield; William Brady, Marseilles; F. B. Smith, Earlville; C. J. Allen, Marengo; J. H. Broomall, Pekin; J. Pike, Jerseyville; D. H. Harris, Jacksonville; Gertrude Brown, Carterville; Miss M. E. Perkins, Peoria; F. M. McKay, Champaign; C. J. Grucey, Cambridge; Ralph L. Brown, Rockford; E. C. Rasseater, Kewanee; Arthur C. Butler, Normal; Clara Hughey, Shelbyville; Geo. H. Beattie, Carlyle; F. R. Feithans, Springfield; B. F. Pedro, Windsor; E. P. Murdock, Shelbyville; Alden C. Hillman, Carbondale.

The following persons were examined only in a part of the studies this year, having previously completed the others: Miss E. J. Blake, Wellington; Miss S. A. Phelps, Central Park; O. M. Schee, Iowa City; W. B. Rackley, Woodhull; Mrs. E. B. Humphrey, Galva; H. C. Paddock, Annapaw; Arzina E. Keith, Jerseyville.

We held a four week's institute at Decatur, with an attendance of over one hundred teacher pupils. All most heartily unite in saying that the institute was a success. It is proposed to give the teachers of Macon County a course of study looking forward to a final examination for a State Certificate. It is thought that such a course will be a benefit to the schools and teachers, even though the student never "reaches the goal." Monthly meetings of the teachers are held regularly throughout the year, at the Superintendent's office; methods and school matters are discussed at these meetings, being of immense good to all, and especially to the young teacher.—*Co. Supt.*

Mr. — Harding, of Brooklyn, N. Y., has been engaged to teach the public school at Ravenswood, near Chicago, with Misses L. J. Newcombe and Octavia Barrows as assistants.

At Hyde Park the teachers are as follows: J. M. Beal, principal of high school; the Misses Stolp and Waite, teachers in high school; Misses Ferguson, Burt, Holt, and Newkirk, Kenwood; the Misses Parsons, Green, Healey, Hyde Park; the Misses Garrigan and Barker, South Park; Miss Fleming, Woodlawn; Mr. Carter, and the Misses Kennedy, Mooney, and Kenny, Cornell; Mrs. Hair, Parkside; Miss Fair, South Shore.

Jennings Seminary, Aurora, opens this year with over eighty students, forty-seven of whom are boarding in the building, which has been repaired and much improved during the vacation.

School at Girard opened Sept. 16, under the supervision of F. W. Crouch, county superintendent. He is assisted by Miss Laura V. Allen, Miss H. Shepherd, Mrs. Gardner, Miss A. Pilcher, Miss Laura Sturges, and Miss S. Marsh. All entertain the most sanguine anticipations of a successful school.

Prof. X. X. Crum, principal of the Carlinville high school, has resigned the position to accept a call to a chair in a school in Keokuk, Iowa. J. W. Bailey, of Carlinville, succeeds him. Mr. Bailey has a fair reputation as a teacher.

The Champaign County Fair awarded the first premium to District No. 1, for best exhibit in U. S. History, Physiology, Penmanship, and Book-keeping; to District No. 2, for best exhibit in common school work in Arithmetic, U. S. History, and Letter-writing, and for graded-school work in Geography, Natural Philosophy, and Drawing; to Urbana Public Schools for best exhibit in Reading, Spelling, Grammar and Composition, English Literature, Latin, Arithmetic, Algebra, Geometry, General History, Botany, Zoölogy, and Music. The premium was two dollars in each case. In addition to the above, the Urbana public schools received a diploma for the best general exhibit of graded school work. The following is the

REPORT OF COMMITTEE.

The committee appointed to examine the exhibits of the work of graded schools in the county feels that the mere announcement of the awards made does not do justice to the exhibition in this class. While it is to be regretted that only the schools of Champaign and Urbana were represented, as it is very desirable that the schools of the county generally should make such showing of their work, the members of the committee were agreeably surprised at the excellence of the exhibits made; showing, as they did, a marked improvement over the work of the previous year.

The school receiving a prize in this competition may feel the award an honor indeed, while the unsuccessful ones may know that, in most cases, their work ranked almost equal with that in which the award was given. It rarely happens that the comparative rating of different articles is so nearly the same as the markings of the committee indicated in a number of instances; in some there being a difference of less than one point in a scale of forty.

The Urbana school deserves special commendation for making a full exhibit—having an entry for each prize offered. The entries by each of the Champaign schools were, however, sufficiently numerous to give a fair representation of their work, and, judging all three schools by the showing made, the residents of each city have unusual reason to be well satisfied with the carefulness and thoroughness of the work done in their schools by both teachers and pupils.

Champaign, Sept. 6, 1878.

G. E. MORROW, Chairman.

MINNESOTA.—Seventy-four students have entered the Minnesota Academy, at Owatonna, and it is expected that the number will soon exceed one hundred.

The apportionment of the current school fund to be made by the State Superintendent of Public Instruction next month will amount to not less than one dollar a scholar.

The following are the officers of the Rice County Teachers' Association for the ensuing year: President, Prof. B. M. Reynolds, of Northfield; Vice-President, Prof. P. A. Williams, of Faribault; Secretary, E. S. Bassett, of Faribault; Executive Committee, R. A. Mott, Prof. Pratt, and Prof. Pattee.

Shattuck School and St. Mary's Hall at Faribault are very full, Shattuck especially, some half dozen applications having been made which had to be refused for want of room. St. Mary's could accommodate a few more pupils.

Diphtheria is prevalent in Mankato, schools having closed in consequence.

A school district in Waseca county voted to have no more dealings with "traveling tinkers or agents who sell lightning rods, desks, seats, bells, or anything else."

The Winona Republican says that at the Normal School in that city the course of studies has been thoroughly and carefully revised, and an advanced course, which takes two years to complete, has been added.

A new school-house is to be built at St. Charles to cost \$10,000.

A fine set of philosophical apparatus, models, preparations, etc., etc., for the illustration of physics, botany, physiology, and zoology, has been procured for the Winona State Normal School. By these additions the above studies are explained with thorough clearness and the students derive much greater value than could be obtained from books alone.

COLORADO.—The faculty at the State University remains the same as last year, except that Frank W. Gove, a brother of Supt. Aaron Gove, of Denver, has been added to the number. The first class in the collegiate course was formed this fall. Prof. Gove becomes Instructor in Mathematics; he is a graduate of Dartmouth College. Seventy-five students are in attendance, twenty-seven of whom are new ones. Last year there were only forty-eight in attendance at the opening.

MICHIGAN.—The following interesting items are gathered from City Supt. Perry's last annual report:

Equalized valuation of district property,	\$1,270,600.00
Cash valuation of school property,	130,000.00
Cost of superintendence and instruction,	17,790.13
Population of district (estimated),	7,500
Census of school age,	2,311
Enrollment of pupils not including transfers—High School,	479
" " " " "—Grammar,	513
" " " " "—Primary,	949
Total enrollment,	1,941
Average daily attendance—High S., 325; Gram., 397; Prim'y, 698. Total average daily attendance,	1,420
No. of pupils under 6 years of age,	100
No. of pupils between 6 and 16 years of age,	1443
No. of pupils over 16 years of age,	398
No. of pupils over 20 years of age,	106

The increase in the enrollment over last year was 77, of which number all but five were non-residents.

The cost of instruction in the schools is \$12.02 per capita, calculated on the number belonging, but if we subtract the tuition receipts from the aggregate cost, it reduces the cost per capita to \$8.48.

There were only 17 cases of tardiness of teachers during the year. In this connection it may not be amiss to make an item on the punctuality of teachers. There have been 17 cases of tardiness of teachers during the year, in the several schools, as follows: First ward, 5; Third ward, 2; Fourth ward, 10. Some of these I am sure were inexcusable.

In the lower grades we have felt an increasing need of more reading matter than the course of study furnishes. To supply this want we tried the use of various periodicals. Of the *Nursery, Monthly Reader, Wide Awake*, and *Youth's Companion*, the various schools have used about 150 copies. The experiment has been exceedingly gratifying, awakening a fresh interest in the reading exercise at a time when it is most likely to become irksome.

The enrollment in the high school was 479, an excess of 62 over the previous year. The whole amount of tuition received in all the schools—but mainly in the High School—was \$5,290, an excess of \$693 over receipts of the previous year. The gain in two years has been 106 pupils and \$1,198.

The Detroit school authorities have recently made some investigations and comparative estimates of the cost of high schools which are especially interesting to us. From sufficient data, the cost of tuition for a single month (February) in most of the high schools in the state was found to be as follows: Albion, \$2.02; Flint, \$2.44; Battle Creek, \$2.23; East Saginaw, \$2.16; Grand Rapids, \$2.16; Pontiac, \$2.07; Coldwater, \$2.41; Niles, \$1.88; Jackson, \$2.65; Corunna, \$2.61; Kalamazoo, \$2.01; Lansing, \$2.34; Detroit, \$2.08; Ann Arbor, \$1.80. In 29 other high schools of the larger class of cities in different parts of the country, the cost ranged from \$2.65 to \$8.04. If now we subtract the tuition receipts paid in the high school from the aggregate cost of instruction and then calculate the cost to resident pupils, we find it \$1.35 per month. If the value of non-resident population to the city were admitted into the account it would be easy to show that the High School is at least self-supporting.

—Mrs. C. O. Tower, wife of Prof. Tower, principal of the Dowagiac high school, died Sept. 17.

INDIANA.—Mr. J. C. Comstock, after teaching at Martinsville, Ill., five years, takes charge of the graded schools at Clinton.

The Northern Indiana Normal School opened with a much larger attendance than last year. Everything is in a very prosperous condition. The classic class numbers 15. This is the first attempt. The scientific class numbers 63, and the teachers' class 87.

The Greencastle *Banner* has not been regarded as a particularly strong advocate of the high school as a part of the public school system. On the contrary its influence has been rather inimical. In a recent issue, however, it comes out with a cordial and earnest word of advice to the citizens to patronize the home institution. It says: "The school authorities having determined to continue the high school as a part of the city school system, it now devolves on our citizens to give it the patronage necessary to secure success. Each of the three grammar schools are in first class hands, and those who enter the high school from them will do so fully prepared for the course before them, and in the high school their English education, in all the common branches, can be completed. It is here that the great mass of our school children can finish their education, preparatory to actual life, for few of them will have either the inclination, time, or means to go higher. We urge our citizens, then, to send their children to the grammar schools and the high school instead of inciting them to seek their education elsewhere. Here the classes are not overcrowded, and the teachers are sufficiently numerous to give close supervision of the studies of each pupil. There is no question but that our city schools are growing better each year, and their improvement would be still more marked if so many of the more advanced pupils were not annually taken from them and sent elsewhere, under the mistaken notion that their opportunities for securing an education were being improved."

WISCONSIN.—A Popular Science Society has recently been organized by the scientifically inclined citizens of Milwaukee. Mr. ex-Supt. MacAlister was announced to lecture before the society last week, but, as the *Sentinel* says, "the gentleman had either convinced himself that the meeting would fail on account of the inauspicious weather, or he had been delayed by collision with an unfortunate train of circumstances." Before the assembly dispersed, it was announced that Dr. James Johnson would lecture next Thursday evening on "The beneficial influence of the altitude, sunshine, and dry atmosphere of Colorado in the arrest and cure of chest diseases."

A correspondent from Oshkosh writes to the Milwaukee *Sentinel* that from Supt. Read's annual report it is learned that the cash value of all school houses in the city is \$90,000, and of school sites, \$25,000. In the high school there were registered during the year ending Aug. 31, 1878, 351 pupils. The average daily attendance was 230. The teachers' salaries amounted to \$6,140. The number of teachers employed in the various schools was 49. The highest salary paid to a male teacher was \$2,000. The average salaries paid male teachers amounted to \$883.33. The highest salary paid to any female teacher was \$550. The whole number of scholars taught in the schools was 2,485.

The University Assembly Hall will be built by J. Bentley & Son, Milwaukee, for \$29,300. It will be built of the fine yellow sand-stone found in the quarries of Madison, and will be trimmed with Lake Superior brown stone. The extreme dimensions will be 151 feet 8 inches in length, and 78 feet 10 inches in width. It will comprise an Assembly Hall, 80 feet 2 inches by 71 feet, and a Library 46 feet 8 inches by 70 feet. The location will be on Park street, between Ladies' and Science Halls, and will be, when finished, the finest and most elaborate building on the grounds; the style is half Gothic, with a clock tower 100 feet high, on the northeast corner, in which will be placed a four-faced clock and the college bell; the building will be one tall story high, with basement and Gothic-Mansard roof; there will be four entrances and vestibules at the four corners of the Assembly Hall, opening from the street and the grounds, while to the rear will stretch the Library. Galleries will extend completely around both halls, and all the interior work will be finished in natural wood,—maple, black-walnut, and white pine. The Assembly Hall will be made capable of seating 800 people, and will be used for public lectures, morning meetings, etc.; the Library will be fitted for the reception of 50,000 volumes. The work will be commenced immediately, the contract providing for completion on the first of October, 1879. D. R. Jones is the architect in charge.—*State Journal*.

Prof. A. Earthman, formerly of River Falls Normal School, has accepted the Presidency of a college at Humboldt, Iowa, and has entered upon the duties of his position; his especial work will be the preparation of teachers for the public schools.

George W. Currier, formerly principal of the Stoughton schools, has been engaged as principal of the public schools at Shawano.

J. B. Estey, a graduate of the Peoria County (Ill.) Normal School, takes the charge of the public school at Edgerton, for the next year.

Miss Nellie Hatch, a graduate of the State University, class of '78, has been engaged as the assistant teacher in the high school at New Lisbon.

The Sauk County Teachers' Association holds its 12th semi-annual session at Baraboo, Oct. 18, and 19; an instructive programme has been prepared for the occasion.

State Supt. Whitford has appointed the following Boards of Visitors for the Normal Schools, this year: *Platteville*—J. H. Carpenter, Esq., of Madison; Prof. J. M. Geery, of Ripon; O. B. Wyman, of Viroqua. *Oshkosh*—Hon. George H. Paul, of Milwaukee; Prest. Albert Whitford, of Milton; Kennedy Scott, of Rio, Columbia county. *River Falls*—Hon. Rockwell J. Flint, of Menomonie; Prof. W. J. L. Nicodemus, of Madison; John Ulrich, Esq., of La Crosse. *Whitewater*—Chairman not appointed. Prof. James J. Blaisdell, D. D., of Beloit; Miss Agnes Hosford, Eau Claire.

Practical Hints and Exercises.

HOW TO TEACH GERMAN.

By DR. ZUR BRÜCKE.

DAS HAUS, THE HOUSE.

I. The teacher places before the children a picture of a large and pretty house; also of a smaller house for contrast. The children are to learn the names of objects in German, by having them pointed out, *not* by translating. So far as possible, only German is to be heard during the class exercises.

We propose first to aid the teacher a little by a special vocabulary of definitions, as follows:

II. Definitions—Das Haus, the house; gross, large; klein, small; rund, round; viereckig, das Fenster, the window; die Thüre, the door; die Ecke, the corner; der Keller, the cellar; das Dach, the roof; der Schornstein, the chimney; das Stockwerk, the story; der Zeigestock, the pointer; die Karte, the chart; die Stube, (das Zimmer), the room; schön, pretty; hat, has; wir haben, we have—ihr habet, you have; gesprochen, spoken; siehst du, do you see? ich sehe, I see; es, it; viel, much; sehr, very; hier, here; Kinder, children; Kinder, hier ist ein Haus, es ist sehr gross; children, here is a house; it is very large. Hier ist ein kleines Hause, here is a small house; wo, where; wie viele, how many.

III. The teacher looks at the pointer, which she holds in her hand, saying: Ich halte einen Zeigestock in der Hand. She now points to the roof, saying: Hier ist ein Dach; and continues her pointing as follows: Hier ist eine Ecke; hier sind zwei Ecken, drei Ecken, vier Ecken; das Haus hat vier Ecken. Pointing at the window, the teacher observes, hier ist ein Fenster, hier sind zwei Fenster, drei Fenster, vier Fenster. Again, hier ist eine Thüre, hier sind zwei Thüren, drei Thüren, vier Thüren.

Hier ist ein Stockwerk, hier sind zwei Stockwerke, drei Stockwerke, vier Stockwerke. Hier, auf dem Dach, ist ein Schornstein, here on the roof is a chimney.

Karl, siehst du den Schornstein?

(Answer.) Ja, ich sehe den Schornstein. Yes, I see the chimney.

IV. As the pupils are supposed to know the names of the various objects spoken of in the lesson, the teacher may now proceed to question her pupils as follows:

Heinrich, ist dies ein Schornstein?

(Answer.) Ja, das ist ein Schornstein.

Wo ist der Schornstein? Der Schornstein ist auf dem Dach. Louise, ist dies ein Dach? (Antwort.) Ja, das ist ein Dach. Raimund, wo ist das Dach? (Answer.) Das Dach ist auf dem Hause.

Johann, hat das Haus eine Ecke? (Antwort.) Ja, das Haus hat zwei Ecken, drei Ecken, vier Ecken.

Emil, hat das Haus ein Stockwerk? (Antwort.) Ja, das Haus hat ein Stockwerk, zwei Stockwerke, drei Stockwerke, vier Stockwerke. Again, hat das Haus ein Fenster? (Antwort.) Ja, das Haus hat ein Fenster, zwei Fenster, drei Fenster, vier Fenster. Hat das Haus auch (also) eine Thüre? Ja, das Haus hat vier grosse Thüren.

Lena, hat das Haus auch einen Keller? Ja, das Haus hat auch einen Keller. Ist der Keller unter dem Hause? Ja, der Keller ist unter dem Hause.

V. *Résumé*: The children now repeat what they have learned about the house as follows:

Wir sehen den Schornstein; wir sehen das Dach; wir sehen drei Stockwerke; wir sehen vier Ecken an dem Hause; wir sehen acht Fenster; wir sehen drei Thüren; wir sehen ein grosses schönes Haus. Unter dem Hause ist ein Keller.

Remarks: In the next lesson we shall pursue this subject still farther, speaking of the internal structure or parts of the house.

WHAT IS THE PREDICATE?

To the Editors of the Weekly:

The various authors quoted say as follows:

"The *Predicate* of a proposition is that which is affirmed of the subject. EX.—'Time is precious.' 'Precious' is the predicate; it is that which is affirmed of the subject. REM.—The predicate is sometimes erroneously called the *attribute* of a proposition, and the copula and predicate, taken together, the *predicate*."—Harvey.

"The *Predicate* represents that which is said or affirmed. EX.—The house

is built; Humboldt wrote Kosmos. The predicate consists of two parts,—the verb, or *copula*, and that which is asserted by it, called the attribute; as, Snow is white. When the two parts of the predicate are united in one word, that word is always a verb, as, 'John writes.'—Greene.

"The *Predicate of a Sentence* is the word or words that express what is asserted of the subject. OBS.—The predicate consists of a verb, with or without another verb, a participle, an adjective, a noun, a pronoun, or a preposition. EX.—Birds fly; We shall go; John was injured; And the waves are white below; We are friends; It is I; That business has been attended to."—Clark.

"The *Predicate* is that part of the sentence that makes a statement. The *Predicate* may be either a complete verb, or an incomplete verb and its complement."—Swinton, who shows by a variety of examples that he does not agree with Harvey.

"The *Predicate* of a sentence is that which is asserted of the subject. The predicate of a sentence always contains a verb."—Boltwood.

"The *Predicate* is the expression which affirms action or being; as Dogs run; run is the predicate, because it affirms action of dogs. He is; is is the predicate, because it affirms being of he."—Burt.

"The *Predicate* is that which is affirmed of the subject. EX.—Vita brevis est. Here the logical predicate, and also the grammatical, is *brevis est*, in which *brevis* is the attribute, and *est* the copula. Verum decus in virtute positum est. Here the logical predicate is *in virtute positum est*. The grammatical predicate is *positum est*."—Bullions and Morris's Latin Grammar.

So far as I have quoted, the weight of authority is very decidedly against Mr. Harvey. "LOGIC is the science which treats of the formal laws of human thought."—Schuyler. "A WORD is the sign of an idea. LANGUAGE is the expression of thought by means of words. GRAMMAR treats of the principles and usages of languages."—Harvey.

Has not Mr. Harvey confounded grammar and logic in his definition of the predicate? How is the predicate treated and defined in our colleges and city schools? I do wish for the good of our schools that authors would agree on a definition for the predicate in grammar.

F. G. MILLER.

SOLUTION WANTED.

1. In Olney's Algebraic Examples for class room drill (p. 55) occurs the following problem under the head of Application of Modes of Elimination.

"A and B engage in play; in the first game A wins as much as he had and \$4 more; in the second game B wins $\frac{1}{2}$ as much as he had at first and \$1.00 more, when it appears that he has 3 times as much as A. What had each at first?"

Will some one favor the readers of the WEEKLY with a solution?

RACINE.

2. A and B purchase 100 acres of land, each paying \$1,000. A takes his share at \$3.00 more per acre than B pays. How many acres does each receive and at what price per acre?

Yours Respectfully.

P. P. LORIMOR.

Winterset, Iowa.

In *Harper's Monthly* for October, those persons who have not had time or opportunity to read Stanley's two-volume account of his journey through Africa will find a brief and very readable *résumé* of his narrative, in the article, "Through the Dark Continent." It opens:

"On the 14th of November, 1874, Henry M. Stanley started from Zanzibar, having under his command 347 African and Arab soldiers, women, and children, and three Englishmen. The Englishmen were named Edward Pocock, Frederick Barker, and Francis Pocock. On the 6th of August, 1877, Stanley arrived on the west coast of Africa, having traversed that vast, mysterious continent. He had with him ninety-three soldiers, and in all 115 souls, including women and children. The Englishmen were dead. The army was starving. It had fought thirty-two battles; it had overcome difficulties such as rarely fall to the lot of men. The work which Stanley set out from Zanzibar to do was perhaps the noblest and most intrepid that had ever fallen to one man since Columbus with a modest fleet of unseaworthy boats sailed forth to discover a world. The manner in which Stanley did his work will live in history with the memory of the achievements of Columbus."

METRIC DEPARTMENT.

By MELVIL DEWEY.

NOMINAL PRICE DISTRIBUTION.

THE METRIC BUREAU proposes a new plan for scattering metric articles and information, specially desirable publications. It is the plan used so successfully by some of the English educational societies and has been tried in a small way in some of our offers. We invite any one specially interested in having any metric article distributed, whether publication, piece of apparatus, measure, or indeed anything that will directly aid our work, to pay into the treasury any sum not less than \$1.00 with directions as to its use in *nominal price distribution*. (e.g.) You feel that nothing would do more good than to have as many people as possible have the volume of our Bulletin for 1877, bound and indexed and ready for reference. We offer it complete at half price, 50 cents. You pay \$1.00 and tell us to offer 40 copies of the book at 25 cents each. These will be taken up very soon because of the cheapness, and they will do vastly more good than 20 copies given away outright. Many people will apply for entirely free matter and care almost nothing for it, but those who will give one-fourth price must have some practical interest. Or if you think the meter rule will develop more interest than anything else, you pay \$3.00 and tell us to offer 100 of the class meters at 2 cents each. They used to sell for 20 cents. We offer them now for 5 cents. Your \$3.00 with the 2 cents each received, makes up the necessary \$5.00.

This plan promises to help very much in distributing needed publications and measures through the country. A few members to whom it has been proposed give it cordial support, but its career will be short unless others join them in depositing money to enable the offers to be made. Certain rules have been agreed on.

1. The inducement must be at least one-fifth of our special price, and it is recommended that it be still larger to insure a rapid taking up of all the articles offered. It will have an excellent effect, if only the early applicants are able to secure the advantages, for on succeeding offers it will stimulate early application.

2. The payment for the inducement offered must be arranged in advance, or if the articles or publications are not furnished by the Bureau, they must be deposited at the General Office, before the announcement is made.

3. Not one more than the number offered will be furnished at the special rate. (e.g.) If 100 rules are offered at 2 cents each, applicants after the 100 are sold, must have their money refunded, unless they wish to pay regular rates.

4. All persons, members or otherwise, shall have equal rights and may purchase any number desired unless the number to be sold to one person is limited in the directions.

This plan is specially applicable to publications which any one may be anxious to distribute widely—packages of circulars, stationery, charts, etc., etc. The trustees reserve the right to decline anything offered for this purpose which they deem it unwise to help circulate.

Contributions to this NOMINAL PRICE DISTRIBUTION are earnestly solicited.

Before printing this announcement, it was arranged to offer several lots to start the plan. Nearly half of this first list is offered by the trustees, the rest by individuals appealed to personally.

No more than the number offered can be had at the reduced price. Applications will be filled in the order of receipt if accompanied with the cash; all others must be disregarded. Orders not specifying "nominal price," will be filled at regular Bureau prices.

Sent by express, unless postage is sent with the order. Any excess in payment or postage will be returned with the package.

1. School rules, 20 cm. long, factory price 9 cents—600 at 3 cents.
2. School rules, 20 cm. long, factory price 14 cents—700 at 5 cents.
3. Chart number 4, the edition published by Hurd & Houghton, Riverside Press, at 30 cents on card board. 300 at 6 cents.
4. Class Meter. Ten-fold pocket rule, formerly sold at 20 cents, 500 at 4 cents. Not over 12 to one person. Postage on 12, 10 cents.
5. Four-fold pocket rule 40 cm. 75 cents form. The best pocket rule made, 150 at 20 cents. Not over 5 to one person. Postage on 5, 8 cents.
6. Metric Primer. First edition, paper covers, with no chart or rule. 50 at 5 cents. Price of bound Primer, 40 cents.
7. Putnam's Metric System. With tables and colored chart \$1.00. 100 copies at 34 cents. Postage 6 cents.
8. Metric Bulletin for 1877, bound and indexed. Includes page 240. Price \$1.00. 100 copies at 34 cents. Postage 6 cents.
9. Metric Bulletin for 1878 to p. 416, bound together. Price 80 cents. 100 copies at 20 cents, Postage free.
10. Putnam's Tables and Chart. Hurd & Houghton's edition. Price 30 cents, 300 copies at 7 cents, postpaid.

Subscriptions for this plan are urged as a most effective means of advancing the introduction. People induced to buy metric publications or measures will prize them more highly than if given outright, and the same money will reach many more people. Announcements of new articles put into this Distribution will appear regularly in the Bulletin and Metric Departments.

APPLETONS' SCHOOL READERS,

By WM. T. HARRIS, A. M., LL. D., Supt. of Schools, St. Louis, Mo.

ANDREW J. RICKOFF, A. M., Supt. of Instruction, Cleveland, O.

MARK BAILEY, A. M., Instructor in Elocution, Yale College.

NEW FEATURES! BETTER METHODS!

These books are now ready, and sample copies for examination will be sent postpaid at the following prices:

First Reader,	- - - - -	15 cents.
Second Reader,	- - - - -	20 cents.
Third Reader,	- - - - -	25 cents.
Fourth Reader,	- - - - -	35 cents.
Fifth Reader,	- - - - -	45 cents.

The Complete Series will be sent for \$1.30.

This series of readers will amply repay a careful examination.

Address

D. APPLETON & CO., Publishers,

549 Broadway, New York.

Or C. E. LANE, Agent, 117 State Street, CHICAGO.

el

PUBLISHERS' DEPARTMENT.

BACK NUMBERS of the WEEKLY will be furnished for ten cents each until the supply is exhausted.
Bound volume for 1877, Half Morocco, can be had for \$5.00. Covers alone, 75 cents.

If notice is sent us of a missing number immediately on receipt of the next number, we will mail it free. Always give the number of the paper, not the date.
In ordering a change in the address of your paper, always give the postoffice and state from which you wish the address changed.

TERMS OF SUBSCRIPTION.

\$2.50 per year (50 Nos.); \$1.50 per volume (25 Nos.). In clubs of five, \$2.25 and \$1.35. In clubs of ten, \$2.00 and \$1.20. Three months on trial, 60 cents. Sent to Public Libraries and Reading Rooms for \$2.00 a year. Payment invariably in advance.

The last number paid for by each subscriber is on the address-label. The paper will not be sent beyond that number unless the subscription is renewed, which should be done two weeks in advance.

Remittances should be sent by registered letter, draft, or postoffice money order, payable to VAILE & WINCHELL.

TERMS OF ADVERTISING.

Per line, agate measure, 10 cents each insertion. When a special location is chosen, 12 cents a line. Special Notices, in Publishers' Department, 25 cents a line.

Special rates for twelve, six, and three months' contracts. Orders from strangers must be paid monthly in advance.

Copy should be received by Saturday noon, previous to date of issue.

Each advertising page of THE EDUCATIONAL WEEKLY contains three columns, each column ten inches, and one inch fourteen lines.

No advertisement will be inserted for less than one dollar. Address all communications to

VAILE & WINCHELL,
81 Ashland Block, cor. Clark and Randolph Sts.
Chicago, Ill.

—The following was among the resolutions adopted by the Madison county, Iowa, teachers' institute, August 29, 1879:

That we acknowledge the necessity of a more systematic grading of our common schools. Having used *Wedgwood's Topical Analysis* during the Normal we know it will be a direct instrument in the grading of country schools by disposing of the necessity of a uniformity of text-books, and we cordially recommend it for use in all our schools.

This is the common expression wherever the book is used. Specimen copies may be obtained by mail by sending thirty cents to the publishers of the WEEKLY.

—Mr. Curt W. Meyer, who has been advertising "Cheap Apparatus" in our columns for several months, says that while he has advertised very largely in the best magazines and weeklies east and west, he has effected as yet but few sales. The small advertisement in the WEEKLY has brought him more correspondence than any he has published in other journals, save one, and he is surprised that no more orders for apparatus have been received. We specially call the attention of our readers to his card, and recommend that they open a correspondence with him. They can rely upon all his representations.

WHAT IS SAID OF THE "WEEKLY" BY THOSE WHO KNOW MOST ABOUT IT.

"I have had several educational journals, but like the WEEKLY much better than any other. It is practical and sound, and is the journal for the 'live' teacher." * * * "I consider THE EDUCATIONAL WEEKLY the best and most profitable educational paper that I have seen. I read it at home, and read it in the presence of my pupils. THE EDUCATIONAL WEEKLY and the *Cyclopaedia of Education* are two things that (poor as I am) I cannot afford to be deprived of." * * * "I heartily wish it might be in EVERY FAMILY in our land." * * * "Your paper is a valuable aid. All my grade teachers take it, and it is beneficial to them and me." * * * "I find I cannot do without it." * * * "I am more and more delighted with the WEEKLY." * * * "I look for it anxiously each week and am lost when it does not come." * * * "I particularly enjoy the editorials of your paper."

"If I have succeeded in performing my sacred duty of training immortal minds faithfully, my success may be attributed to the timely aid and ad-

vice contained in the columns of the WEEKLY." * * * "I had never taken the WEEKLY until last fall, but I can truly say, I am well pleased with it. I think no teacher should be without it. When I saw the page devoted to 'Queries and Answers,' I thought more of it than ever, because I think it is a great help to teachers." * * * "I have read your WEEKLY since its first issue, and regard it very highly as a journal. I would not teach without it." * * * "I have been a reader of your journal from the first, and cannot 'keep school' without it."

PAMPHLETS RECEIVED.

The Winchester Normal. Announcement for the scholastic year beginning August 26, 1878. Winchester, Tenn. James W. Terrill, President.

Boston University School of Medicine. Sixth Annual Announcement and Catalogue, June, 1878.

Southern Illinois Normal University, 1877-78. Carbondale, Illinois. Fourth Annual Catalogue. Robert Allyn, Principal.

Public Schools of the City of Frankfort, Ind. Fourth Annual Report of the Board of Trustees and of the Superintendent of Public Schools, with Course of Study and Rules and Regulations, for the school year ending June 11, 1878. Richard G. Boone, Superintendent of Schools.

Edgar Collegiate Institute. Paris, Edgar county, Illinois, June, 1878. J. Hurty, A. M., Principal.

Fourth Annual Report of the Board of Education of District No. 1, Denver, Colorado. August 1, 1878. Aaron Gove, Superintendent.

Albany English, French, and Classical Institute. Monsieur and Madame Commette, Principals. Albany, N. Y., 1878.

Outline of Institute Work, for use of instructors in the Michigan Teachers' Institutes, 1878. Horace S. Tarbell, Supt. of Public Instruction.

Edinwood Public Schools. Course of Study, together with the Rules and Regulations of the Board of Education. J. M. Crow, A. M., Superintendent.

Howell Public Schools. Annual Circular for the school year, 1878-9. Elihu B. Fairfield, Supt. of Schools.

Forest Park, St. Louis, Mo. Report of the Commissioners for 1875. M. G. Kern, General Superintendent and Landscape Gardener.

Sixth Annual Report of the Board of Education of the City of Grand Rapids, Mich., together with the School Law; the Rules and Regulations of the Board, of the Schools, and of the Public Library, 1877-78. A. J. Daniels, Superintendent.

Competitive Examination Paper.

THIS is the same form and quality of paper as that used by the Chicago Board of Education in preparing school work for the Centennial, and afterward for the Competitive State Examinations in Illinois. It is manufactured in two sizes (size A and size B), the first 8x10 $\frac{1}{2}$, and the second, 8x13 inches.

REDUCED PRICES:

	Size A.	Size B.
1 quire, 24 sheets,.....	.12	.15
5 quires, 120 sheets,.....	.56	.70
1 half ream, 240 sheets,.....	1.00	1.20
1 ream, 480 sheets,.....	1.80	2.20
2 reams, 960 sheets,.....	3.50	4.20
3 reams, 1,440 sheets,.....	5.00	6.12
4 reams, 1,920 sheets,.....	6.56	7.88
5 reams, 2,400 sheets,.....	7.80	9.56
6 reams, 2,880 sheets,.....	9.28	10.70
7 reams, 3,360 sheets,.....	9.80	11.75
8 reams, 3,840 sheets,.....	10.56	12.70
9 reams, 4,320 sheets,.....	11.15	13.40
10 reams, 4,800 sheets,.....	12.00	14.40

If desired, it may be had with printed headings, with blanks for recording the name, subject, per cent, etc. Fifty cents per ream extra will secure it all printed.

Postage and express charges must be paid by the purchaser. Send the money with your order.

It is especially recommended to county superintendents who wish to preserve a file of all such papers. The "Library Binder" will be furnished for preserving them in book form for 35 cents and 50 cents respectively. This binder was used by the Chicago Board of Education and the State Department of Illinois for binding school work for the Centennial.

Principals and superintendents can have their local dealers order from us, and thus easily secure uniformity of papers from all pupils in written examinations.

Samples will be sent upon application.

Send all orders to VAILE & WINCHELL,

Chicago, Ill.

WEDGWOOD'S

Topical Analysis.

NOW READY.

TOPICAL ANALYSIS of Descriptive Geography, United States History, Practical Arithmetic, and Physiology and Hygiene. For use in Common Schools, Normal Schools, and Teachers' Institutes. Revised Edition, pp. 76. By George S. Wedgwood, Superintendent of Schools at Atlantic, Iowa. Price 30 cents. Chicago: Vaile & Winchell.

TESTIMONIALS.

The following are a few of the opinions expressed concerning the first edition:

From Miss Abbie Gifford, Marshalltown, Ia.
I find it well adapted to the purposes for which you design it, and can most heartily recommend it to teachers and students.

From Hon. Alonzo Abernethy.

For the use of students somewhat advanced, and particularly for reviews, I consider it a work of practical value.

From Sarah E. McIntosh, Joliet, Ill.

I am much pleased with the parts I have examined. * * * I particularly like your division of our history into four periods. It is the most easy and the only natural division. The arrangement of Geography is most excellent. In Physiology and Hygiene the best topical arrangement I have ever seen.

From Supt. Aaron Gove, Denver, Col.

Your Topical Analysis is good. I like it.

From D. G. Perkins, Des Moines, Ia.

I have given the work especial attention. I believe it possesses real merit, as the subjects are arranged, not only topically, but systematically, and it can not fail materially to benefit any teacher, but especially those who have had but a limited experience in teaching.

The Second Edition of this popular work is now ready for delivery. It has been entirely re-written, and enlarged by the addition of an analysis of the subject of Arithmetic. It is the most convenient and useful book yet written for institute, normal school, and grammar school instructors. The subjects are systematically outlined so that it is immaterial whether a class is supplied with uniform text-books or not. It is well adapted to any good text-book, and hence is of great advantage to county institutes and schools where a diversity of books prevails. It saves to the teacher the great labor and time of copying on the blackboard, or of dictating, an outline for review or recitation, and to the pupils the immense burden of writing the outline down for their own use. They are not in danger of making errors in copying their outline, or of losing the paper upon which it is written. Send for a copy and convince yourself of its surpassing utility.

Retail price, 30 cents. Discount to the trade. Copies for examination sent postpaid on receipt of retail price. No attention paid to orders unaccompanied by the cash.

Address the publishers,

VAILE & WINCHELL,
Chicago, Ill.

L. PRANG & CO.,

ART AND EDUCATIONAL PUBLISHERS,
BOSTON.

Publishers of the system of *Industrial Drawing* prepared for public schools by Prof. Walter Smith, general supervisor of Drawing in the Boston Public Schools, and State Director of Art Education in Massachusetts.

This course of instruction in drawing has been introduced into nearly all the leading cities of the country, and it is the only course of instruction in this country which can show definite and practical results of a satisfactory nature, as following from its use.

In the Western States it has been introduced with marked success in Chicago, St. Louis, Milwaukee, Indianapolis, Minneapolis, Columbus, Toledo, Fort Wayne, etc.

The *American Drawing Models*, for the use of common schools, drawing classes, and schools of art and science.

Drawing Materials.

Prang's Natural History Series. For schools and families. Animals and plants represented in their natural colors, and arranged for instruction with object-lessons. (11)

CHEAP APPARATUS!

For Students and Common Schools

NOW READY! Prof. Tyndall's new collections of *Electric Instruments* designed to accompany his "Lessons in Electricity." Complete sets, consisting of 58 various apparatus and materials, price \$55.00. Tyndall's Manual price \$1.00. Descriptive price-list free on application. All various school apparatus required in physics on hand or made to order. Excellent workmanship warranted. First premium awarded! CURT W. MEYER, Manufacturer and Importer, 182 and 184 Broadway, New York. et



BUCKEYE BELL FOUNDRY.

Established in 1837.

Superior Bells of Copper and Tin, mounted with the best Rotary Hangings, for Churches, Schools, Farms, Factories, Court-houses, Fire Alarms, Tower Clocks, etc. Fully Warranted. Illustrated Catalogue sent Free.

VANDUSEN & TURT, 102 E. 24 St., Cincinnati.

THE IMPROVED TYPE WRITER, sold by Fairbanks, Morse & Co., 111 & 113 Lake St., Chicago. 1cyu

BOOKS, at 30, 40 and 50 per cent discount. Save money. Send for particulars. H. F. Burt, Palmyra, N.Y. cay